

# **NEW JERSEY DEPARTMENT OF EDUCATION**

## **OFFICE OF TITLE I**



## **2015-2016 TITLE I SCHOOLWIDE PLAN\***

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

<b>DISTRICT INFORMATION</b>	<b>SCHOOL INFORMATION</b>
District: Union City	School: Union Hill Middle School
Chief School Administrator: Silvia Abbato	Address: 3808 Hudson Ave Union City, NJ 07087
Chief School Administrator's E-mail: sabbato@union-city.k12.nj.us	Grade Levels: 7 & 8
Title I Contact: Lucy Soovajian	Principal: Victoria Dickson
Title I Contact E-mail: lsoovajian@union-city.k12.nj.us	Principal's E-mail: vdickson@union-city.k12.nj.us
Title I Contact Phone Number: 201-271-2349	Principal's Phone Number: (201) 348-5936

### Principal's Certification

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☒ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

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**Principal's Name (Print)**

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**Principal's Signature**

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**Date**

## Critical Overview Elements

- The School held 5 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 8,064,505, which comprised 94 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 8,565,863, which will comprise 95 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
ELA Supplies	1,2,3	yes	610	\$5,000
Math Supplies	1,2,3	yes	610	\$5,000

**ESEA §1114(b)(2)(B)(ii): “The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;”**

## Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***\*Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Victoria Dickson	School Staff-- Administrator	YES	YES	YES	ON FILE
Tim Crabbe	School Staff- Administrator	YES	YES	YES	ON FILE
Ray Addas	School Staff-- Administrator	YES	YES	YES	ON FILE

Stacey Rennie	School Staff— Reading Specialist	YES	YES	YES	ON FILE
Kelly Cameron	School Staff— Math Specialist	YES	YES	YES	ON FILE
Francine Miller	School Staff— Special Education	YES	YES	YES	ON FILE
Ana Alonso	School Staff— Bilingual, LEP	YES	YES	YES	ON FILE
Kerrie Kirk	School Improvement Panel- Teacher Representative	YES	YES	YES	ON FILE
Kathy Guzman	Parent Liaison	YES	YES	YES	ON FILE

## \*Stakeholder/Schoolwide Committee Meetings

### **Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
5/12/15	UHMS	Plan Development	X		X	
5/19/15	UHMS	Plan Development	X		X	
5/29/15	UHMS	Plan Development/Needs Assessment	X		X	
6//15	UHMS	Program Evaluation/Plan Development	X		X	
6/11/15	UHMS	Program Evaluation/Plan Development	X		X	

*\*Add rows as necessary.*

**School’s Mission**

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school’s response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<b>What is the school’s mission statement?</b>	It is the mission of Union Hill Middle School to create a respectful, open, and nurturing environment that fosters a love of learning combined with a sense of accountability while encouraging and supporting the independent thinker and the creativity in all of us. We rely on the support of our community and support them in return. We advocate honesty, compassion, kindness, and responsibility. It is our hope that these traits will remain with us through life here, within these walls, and beyond into the world.
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*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide pro*

## Evaluation of 2014-2015 Schoolwide Program

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

**1. Did the school implement the program as planned?**

Yes, the Blueprint for Sustained Academic Achievement was implemented as planned with the support of the district administration.

**2. What were the strengths of the implementation process?**

Data is constantly reviewed to make informed decisions regarding delivery of instruction and individualized student action plans. Our coaches' schedules are constantly revised to support students and work with those in need based on a variety of data. Professional development was offered to address specific issues of concerns in order to improve the delivery of instruction. Benchmarks and District Assessments helped us to monitor student progress every eight weeks in order address specific student needs and tailor instruction.

**3. What implementation challenges and barriers did the school encounter?**

One challenge was the Extended Day attendance because it prevented us from supporting our students who were most at need, including our sub-group populations. In addition, our Port of Entry students are entering school with poor academic skills due to limited schooling in their countries of origin. Without a specific program to address their needs, these students are mainstreamed into our bilingual classes. This presents a challenge to the classroom teachers.

**4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?**

All stakeholders are involved in program development, which is reviewed and assessed at administrative, team and content meetings. One of our strengths is that we have many resident experts within the building that can provide turnkey training on key educational techniques and strategies. One of our weaknesses is the lack of time to implement professional develop that is needed to support teachers and their professional growth.

**5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?**

All stakeholders are involved in program development which is reviewed and assessed at administrative, team and content meetings. We have open and consistent communication with all stakeholders. Our ScIP is a forum for staff to express their needs and concerns and to help with our school action plan. An annual school theme is adopted which helps foster a sense of collaboration amongst the students and faculty. Our positive school culture reflects the professionalism and collegiality of the staff.

**6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?**

Our staff is positive and welcoming of the program; they are committed to using data to support educational instruction. A staff survey was utilized while the school was applying for NJ Schools to Watch. This survey focused on specific needs and aspects of our educational community.

**7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?**

Parent surveys were given to assess community perception. The results of this survey showed the parents view our building as a safe, secure building that holds high standards and expectations for all. In addition, our participation in the Schools to Watch process provided parents with an opportunity to reflect on the educational processes here at Union Hill.

**8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?**

Coaches were assigned schedules and provided in-class support to whole groups and small groups as well as one-on-one support as needed. They also provided professional development and modeled lessons for staff in class and during the common planning period. Our extended day program targeted all at-risk groups, including sub-groups and cusp students. These small groups were structured for intensive intervention. DORA testing was given three times a year (October, January, May) to assess students' comprehension and vocabulary levels. Adam K-7 testing was given at the beginning of the year and end of the year. These results were used to tailor instruction. Outside consultants provided in-class modeling and instruction for both staff and students.

**9. How did the school structure the interventions?**

In-class, small group, after school, collaborative planning periods, before school, during lunch periods

**10. How frequently did students receive instructional interventions?**

Coaches and teachers provided daily interventions while extended day took place four to five days a week.

**11. What technologies did the school use to support the program?**

Laptops, projectors, document cameras, Smartboards, electronic field trips , Edmodo, Discovery Education, Study Island, Nettracker.

**12. Did the technology contribute to the success of the program and, if so, how?**

The results have not been received. Once the results are received, there will be a complete analysis.

*\*Provide a separate response for each question.*

## Evaluation of 2014-2015 Student Performance

### ***State Assessments-Partially Proficient***

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 7	55%	*PARCC results have not been received	<ul style="list-style-type: none"> <li>· Extended Day Program</li> <li>· 21<sup>st</sup> Century</li> <li>· In-Class Target Tutoring</li> <li>· Pull-Out Target Tutoring</li> <li>· Peer Tutoring</li> <li>· Special Education Services</li> <li>· Support Services</li> <li>· Autism Program</li> <li>Cognitively Impaired class- job coaching</li> <li>· Academic Coaching</li> <li>· Progress Monitoring through District Assessments</li> <li>· Bilingual/ESL Services</li> <li>· Sheltered Instruction Observation Protocol (SIOP)</li> <li>· Port of Entry</li> <li>· Ongoing and Embedded Professional Development</li> <li>· Family Involvement Activities</li> <li>· College Partnership with William</li> </ul>	*PARCC results have not been received

			Paterson University <ul style="list-style-type: none"> <li>· Summer School</li> <li>· Academic Summer Camp</li> <li>· Differentiation of Classroom Instruction</li> <li>· Data Driven Instruction</li> <li>· Intervention Applications             <ul style="list-style-type: none"> <li>a. Study Island</li> <li>b. Diagnostic Online Reading Assessment (DORA)</li> </ul> </li> </ul>	
Grade 8	%25	*PARCC results have not been received	<ul style="list-style-type: none"> <li>· Extended Day Program</li> <li>· 21<sup>st</sup> Century</li> <li>· In-Class Target Tutoring</li> <li>· Pull-Out Target Tutoring</li> <li>· Peer Tutoring</li> <li>· Special Education Services</li> <li>· Support Services</li> <li>· Autism Program</li> <li>· Academic Coaching</li> <li>· Progress Monitoring through District Assessments</li> <li>· Bilingual/ESL Services</li> <li>· Sheltered Instruction Observation Protocol (SIOP)</li> <li>· Port of Entry</li> <li>· Ongoing and Embedded Professional Development</li> <li>· Family Involvement Activities</li> <li>· College Partnership with William Paterson University</li> <li>· Summer School</li> </ul>	*PARCC results have not been received

			<ul style="list-style-type: none"> <li>· Academic Summer Camp</li> <li>· Differentiation of Classroom Instruction</li> <li>· Data Driven Instruction</li> <li>· Intervention Applications</li> <li>a. Study Island</li> </ul> Diagnostic Online Reading Assessment (DORA)	
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Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 7	40%	*PARCC results have not been received	Extended Day Program <ul style="list-style-type: none"> <li>· 21<sup>st</sup> Century</li> <li>· In-Class Target Tutoring</li> <li>· Pull-Out Target Tutoring</li> <li>· Peer Tutoring</li> <li>· Special Education Services</li> <li>· Support Services</li> <li>· Autism Program</li> <li>· Academic Coaching</li> <li>· Progress Monitoring through District Assessments</li> <li>· Bilingual/ESL Services</li> <li>· Sheltered Instruction Observation Protocol (SIOP)</li> <li>· Port of Entry</li> <li>· Ongoing and Embedded Professional Development</li> <li>· Family Involvement Activities</li> <li>· College Partnership with William Paterson University</li> <li>· Summer School</li> </ul>	*PARCC results have not been received

			<ul style="list-style-type: none"> <li>· Academic Summer Camp</li> <li>· Differentiation of Classroom Instruction</li> <li>· Data Driven Instruction</li> <li>· Intervention Applications</li> <li>a. Study Island</li> <li>b. Diagnostic Online Mathematics Assessment (DOMA)</li> </ul>	
Grade 8	31%	*PARCC results have not been received	Extended Day Program <ul style="list-style-type: none"> <li>· 21<sup>st</sup> Century</li> <li>· In-Class Target Tutoring</li> <li>· Pull-Out Target Tutoring</li> <li>· Peer Tutoring</li> <li>· Special Education Services</li> <li>· Support Services</li> <li>· Autism Program</li> <li>· Academic Coaching</li> <li>· Progress Monitoring through District Assessments</li> <li>· Bilingual/ESL Services</li> <li>· Sheltered Instruction Observation Protocol (SIOP)</li> <li>· Port of Entry</li> <li>· Ongoing and Embedded Professional Development</li> <li>· Family Involvement Activities</li> <li>· College Partnership with William Paterson University</li> <li>· Summer School</li> <li>· Academic Summer Camp</li> <li>· Differentiation of Classroom Instruction</li> </ul>	*PARCC results have not been received

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**Evaluation of 2014-2015 Student Performance**  
***Non-Tested Grades – Alternative Assessments (Below Level)***

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

<b>English Language Arts</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

<b>Mathematics</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A
Grade 9				
Grade 10				



## Evaluation of 2014-2015 Interventions and Strategies

### Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Literacy, Bilingual, Special Needs Coaches Target Tutoring	Yes	PARCC Scores Benchmark Assessment DORA	
					Subgroups
					ELA % Passing
					Math % Passing
					Total Population
					60%
					65%
					Hispanic
Math	Students with Disabilities	Math, Bilingual, Special Needs Coaches	Yes	PARCC Scores District Benchmarks	60%
					64%
					Ec. Disadvantaged
					60%
					64%
					Special Education
					31%
					34%
					LEP
					31%
					47%
					<ul style="list-style-type: none"> <li>• Awaiting 2015 PARCC results</li> <li>• Pre and post test DORA shows that 40.9% of students made a gain of at least 1 reading grade level in the 14/15 school year</li> </ul>
					Subgroups
					ELA %
					Math % Passing

		Algebra & Pre-Algebra Courses Target Tutoring Math Consultant		DOMA/ ADAM K-7 District End of Year Algebra Exam		Passing		
					Total Population	60%	65%	
					Hispanic	60%	64%	
					Ec. Disadvantaged	60%	64%	
					Special Education	31%	34%	
					LEP	31%	47%	
					<ul style="list-style-type: none"><li>● Awaiting 2015 PARCC results</li><li>● In June of 2015, of the 93 students who completed the Algebra 1 final exam, 50.5% scored 76% or better, making them eligible for Honors Algebra 1 in grade 9 (Mean score was 73.5%)</li></ul>			
ELA	Homeless	N/A	N/A	N/A	N/A			
Math	Homeless	N/A	N/A	N/A	N/A			
ELA	Migrant	N/A	N/A	N/A	N/A			
Math	Migrant	N/A	N/A	N/A	N/A			

ELA	ELLs	Literacy, Bilingual, Special Needs Coaches Target Tutoring	Yes	PARCC Scores Benchmark Assessments DORA	<ul style="list-style-type: none"><li>● Awaiting 2015 PARCC results</li><li>● Pre and post test DORA shows that 40.9% of students made a gain of at least 1 reading grade level in the 14/15 school year</li></ul>																		
Math	ELLs	Math, Bilingual, Special Needs Coaches Algebra & Pre-Algebra Courses Standard Solution Consultants Target Tutoring Math Consultant	Yes	PARCC Scores District Benchmarks DOMA/ ADAM K-7 District End of Year Algebra Exam	<ul style="list-style-type: none"><li>● Awaiting 2015 PARCC results</li><li>● In June of 2015, of the 93 students who completed the Algebra 1 final exam, 50.5% scored 76% or better, making them eligible for Honors Algebra 1 in grade 9 (Mean score was 73.5%)</li></ul>																		
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ELA	Economically Disadvantaged	Literacy, Bilingual, Special Needs Coaches Target Tutoring	Yes	PARCC Scores Benchmark Assessment DORA	<ul style="list-style-type: none"><li>● Awaiting 2015 PARCC results</li><li>● Pre and post test DORA shows that 40.9% of students made a gain of at least 1 reading grade level in the 14/15 school year</li></ul>		
Math	Economically Disadvantaged	Math, Bilingual, Special Needs Coaches Algebra & Pre-Algebra Courses Target Tutoring Math Consultant	Yes	PARCC Scores District Benchmarks DOMA/ ADAM K-7 District End of Year Algebra Exam	<ul style="list-style-type: none"><li>● Awaiting 2015 PARCC results</li><li>● In June of 2015, of the 93 students who completed the Algebra 1 final exam, 50.5% scored 76% or better, making them eligible for Honors Algebra 1 in grade 9 (Mean score was 73.5%)</li></ul>		
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ELA		Literacy, Bilingual, Special Needs Coaches	Yes	PARCC Scores	<ul style="list-style-type: none"><li>● Awaiting 2015 PARCC results</li><li>● Pre and post test DORA shows</li></ul>		

		Target Tutoring		Benchmark Assessment DORA	<table><tr><td colspan="3">that 40.9% of students made a gain of at least 1 reading grade level in the 14/15 school year</td></tr><tr><td>Subgroups</td><td>ELA % Passing</td><td>Math % Passing</td></tr><tr><td>Total Population</td><td>60%</td><td>65%</td></tr><tr><td>Hispanic</td><td>60%</td><td>64%</td></tr><tr><td>Ec. Disadvantaged</td><td>60%</td><td>64%</td></tr><tr><td>Special Education</td><td>31%</td><td>34%</td></tr><tr><td>LEP</td><td>31%</td><td>47%</td></tr></table>	that 40.9% of students made a gain of at least 1 reading grade level in the 14/15 school year			Subgroups	ELA % Passing	Math % Passing	Total Population	60%	65%	Hispanic	60%	64%	Ec. Disadvantaged	60%	64%	Special Education	31%	34%	LEP	31%	47%
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**Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)												
ELA	Students with Disabilities	Lunchtime Target Tutoring Enrichment Program 2 Phase Extended Day Program 21st Century	Yes	PARCC results DORA	<div><ul style="list-style-type: none"><li>Awaiting 2015 PARCC results</li><li>Pre and post test DORA shows that 40.9% of students made a gain of at least 1 reading grade level in the 14/15 school year</li></ul></div> <table><tr><td>Subgroups</td><td>ELA % Passing</td><td>Math % Passing</td></tr><tr><td>Total Population</td><td>60%</td><td>65%</td></tr><tr><td>Hispanic</td><td>60%</td><td>64%</td></tr><tr><td>Ec. Disadvantaged</td><td>60%</td><td>64%</td></tr></table>	Subgroups	ELA % Passing	Math % Passing	Total Population	60%	65%	Hispanic	60%	64%	Ec. Disadvantaged	60%	64%
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					Special Education		31%	34%																
LEP	31%	47%																						
ELA	Homeless	N/A	N/A	N/A	N/A																			
Math	Homeless	N/A	N/A	N/A	N/A																			

ELA	Migrant	N/A	N/A	N/A	N/A		
Math	Migrant	N/A	N/A	N/A	N/A		
ELA	ELLs	Lunchtime Target Tutoring Enrichment Program 2 Phase Extended Day Program 21st Century	Yes	PARCC Results DORA ACCESS	<ul style="list-style-type: none"><li>● Awaiting 2015 PARCC results</li><li>● 48.6% Bilingual students increased one grade level or more on the DORA Spanish</li><li>● Pre and Post Test DORA scores indicate 54.5% of ELL students made a gain on one grade level or more on the DORA test.</li><li>● Awaiting ACCESS Results: UHMS students tested Spring 2015</li><li>● Awaiting ACCESS Scores</li></ul>		
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					Special Education	31%	34%
					LEP	31%	47%
Math	ELLs	Lunchtime Target Tutoring Enrichment Program	Yes	PARCC Results ADAM K-7/ DOMA ACCESS	<ul style="list-style-type: none"><li>● Awaiting 2015 PARCC results</li><li>● 48.6% of Bilingual students increased one grade level or more in</li></ul>		

		2 Phase Extended Day Program 21st Century		District End of Year Algebra exam	<div>comprehension on the DORA Spanish<ul style="list-style-type: none"><li>● Pre and Post Test DORA scores indicate 54.5% of ELL students made a gain on one grade level or more on the DORA test</li><li>● Awaiting ACCESS Results: UHMS students tested Spring 2015</li><li>● Awaiting ACCESS Scores</li><li>●</li></ul></div> <table><tr><td>Subgroups</td><td>ELA % Passing</td><td>Math % Passing</td></tr><tr><td>Total Population</td><td>60%</td><td>65%</td></tr><tr><td>Hispanic</td><td>60%</td><td>64%</td></tr><tr><td>Ec. Disadvantaged</td><td>60%</td><td>64%</td></tr><tr><td>Special Education</td><td>31%</td><td>34%</td></tr><tr><td>LEP</td><td>31%</td><td>47%</td></tr></table>	Subgroups	ELA % Passing	Math % Passing	Total Population	60%	65%	Hispanic	60%	64%	Ec. Disadvantaged	60%	64%	Special Education	31%	34%	LEP	31%	47%
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					<ul style="list-style-type: none"><li>● Awaiting ACCESS Scores )</li></ul>		
Math	Economically Disadvantaged	Lunchtime Target Tutoring Enrichment Program 2 Phase Extended Day Program 21st Century	Yes	PARCC Results ADAM K-7/ DOMA ACCESS District End of Year Algebra exam	<ul style="list-style-type: none"><li>● Awaiting 2015 PARCC results</li><li>● 48.6% of Bilingual students increased one grade level or more in comprehension on the DORA Spanish</li><li>● Pre and Post Test DORA scores indicate 54.5% of ELL students made a gain on one grade level or more on the DORA test</li><li>● Awaiting ACCESS Results: UHMS students tested Spring 2015</li></ul>		
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					LEP	31%	47%
ELA	General	Lunchtime Target Tutoring Enrichment Program 2 Phase Extended Day	Yes	NJASK Results DORA ACCESS	<ul style="list-style-type: none"><li>● Awaiting 2015 PARCC results</li><li>● 48.6% of Bilingual students increased one grade level or more in comprehension on the DORA Spanish</li><li>● Pre and Post Test DORA scores</li></ul>		

		Program 21st Century			<div>indicate 54.5% of ELL students made a gain on one grade level or more on the DORA test.</div> <div><ul style="list-style-type: none"><li>Awaiting ACCESS Results: UHMS students tested Spring 2015</li></ul></div> <table><tr><td>Subgroups</td><td>ELA % Passing</td><td>Math % Passing</td></tr><tr><td>Total Population</td><td>60%</td><td>65%</td></tr><tr><td>Hispanic</td><td>60%</td><td>64%</td></tr><tr><td>Ec. Disadvantaged</td><td>60%</td><td>64%</td></tr><tr><td>Special Education</td><td>31%</td><td>34%</td></tr><tr><td>LEP</td><td>31%</td><td>47%</td></tr></table>	Subgroups	ELA % Passing	Math % Passing	Total Population	60%	65%	Hispanic	60%	64%	Ec. Disadvantaged	60%	64%	Special Education	31%	34%	LEP	31%	47%
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## Evaluation of 2014-2015 Interventions and Strategies

### ***Professional Development – Implemented in 2014-2015***

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	District Wide & Lunchtime Workshops Grade Level Common Planning Periods Vertical Articulation PD 360/ Edivate Graduate Courses for Literacy	Yes	Observation 360 audit Attendance and the implementation of learned strategies that led to improved student outcomes on PARCC 7 & 8 scores Technology usage DORA scores	<ul style="list-style-type: none"> <li>Pre and post test DORA shows that 40.9% of students made a gain of at least 1 reading grade level in the 14/15 school year</li> </ul>
Math	Students with Disabilities	District Wide & Lunchtime Workshops Grade Level Common Planning Periods Vertical Articulation Standard Solutions PD 360/ Edivate Math Consultant	Yes	Observation 360 audit Attendance and the implementation of learned strategies that led to improved student outcomes on PARCC 7 & 8 scores Technology usage ADAM K-7/DOMA scores	<ul style="list-style-type: none"> <li>In June of 2015, of the 93 students who completed the Algebra 1 final exam, 50.5% scored 76% or better, making them eligible for Honors Algebra 1 in grade 9 (Mean score was 73.5%)</li> <li>Increased frequency of meetings with Math Consultant- Tom Beatini</li> </ul>
ELA	Homeless	District Wide & Lunchtime Workshops Grade Level Common	Yes	Observation 360 audit Attendance and the implementation of learned	<ul style="list-style-type: none"> <li>Pre and post test DORA shows that 40.9% of students made a gain of at least 1 reading grade level in the</li> </ul>

		Planning Periods Vertical Articulation PD 360/ Edivate SYOP Training Graduate Literacy Courses		strategies that led to improved student outcomes on PARCC 7 & 8 scores Technology usage DORA scores	14/15 school year
Math	Homeless	District Wide & Lunchtime Workshops Grade Level Common Planning Periods Vertical Articulation PD 360/ Edivate SYOP Training Math Consultant	Yes	Observation 360 audit Attendance and the implementation of learned strategies that led to improved student outcomes on PARCC 7 & 8 scores Technology usage ADAM K-7/ DOMA score	<ul style="list-style-type: none"> <li>• In June of 2015, of the 93 students who completed the Algebra 1 final exam, 50.5% scored 76% or better, making them eligible for Honors Algebra 1 in grade 9 (Mean score was 73.5%)</li> <li>• Increased frequency of meetings with Math Consultant- Tom Beatini</li> </ul>
ELA	Migrant				
Math	Migrant				
ELA	ELLs	District Wide & Lunchtime Workshops Grade Level Common Planning Periods Vertical Articulation PD 360/ Edivate SYOP Training Graduate Literacy	Yes	Observation 360 audit Attendance and the implementation of learned strategies that led to improved student outcomes on PARCC 7 & 8 scores Technology usage DORA scores	<ul style="list-style-type: none"> <li>• 48.6% of Bilingual students increased one grade level or more in comprehension on the DORA Spanish</li> <li>• Pre and Post Test DORA scores indicate 54.5% of ELL students made a gain on one grade level or more on the DORA test</li> </ul>

		Courses			
Math	ELLs	District Wide & Lunchtime Workshops Grade Level Common Planning Periods Vertical Articulation PD 360/ Edivate SYOP Training Math Consultant	Yes	Observation 360 audit Attendance and the implementation of learned strategies that led to improved student outcomes on PARCC 7 & 8 scores Technology usage ADAM K-7/ DOMA score	<ul style="list-style-type: none"> <li>In June of 2015, of the 93 students who completed the Algebra 1 final exam, 50.5% scored 76% or better, making them eligible for Honors Algebra 1 in grade 9 (Mean score was 73.5%) within the Number Sense strand.</li> <li>Increased frequency of meetings with Math Consultant- Tom Beatini</li> </ul>
ELA	Economically Disadvantaged	District Wide & Lunchtime Workshops Grade Level Common Planning Periods Vertical Articulation Standard Solutions PD 360/ Edivate Graduate Courses for Literacy	Yes	Observation 360 audit Attendance and the implementation of learned strategies that led to improved student outcomes on PARCC 7 & 8 scores Technology usage DORA scores	<ul style="list-style-type: none"> <li>Pre and post test DORA shows that 40.9% of students made a gain of at least 1 reading grade level in the 14/15 school year</li> </ul>
Math	Economically Disadvantaged	District Wide & Lunchtime Workshops Grade Level Common Planning Periods Vertical Articulation Math Consultant	Yes	Observation 360 audit Attendance and the implementation of learned strategies that led to improved student outcomes on PARCC 7 & 8 scores Technology usage	<ul style="list-style-type: none"> <li>In June of 2015, of the 93 students who completed the Algebra 1 final exam, 50.5% scored 76% or better, making them eligible for Honors Algebra 1 in grade 9 (Mean score was 73.5%)</li> </ul>

		PD 360/ Edivate		ADAM K-7/ DOMA score	<ul style="list-style-type: none"> <li>Increased frequency of meetings with Math Consultant- Tom Beatini</li> </ul>
ELA	General	District Wide & Lunchtime Workshops Grade Level Common Planning Periods Vertical Articulation PD 360/ Edivate Graduate Courses for Literacy	Yes	Observation 360 audit Attendance and the implementation of learned strategies that led to improved student outcomes on PARCC 7 & 8 scores Technology usage DORA scores	<ul style="list-style-type: none"> <li>Pre and post test DORA shows that 40.9% of students made a gain of at least 1 reading grade level in the 14/15 school year</li> </ul>
Math	General	District Wide & Lunchtime Workshops Grade Level Common Planning Periods Vertical Articulation Math Consultant PD 360/ Edivate	Yes	Observation 360 audit Attendance and the implementation of learned strategies that led to improved student outcomes on PARCC 7 & 8 scores Technology usage ADAM K-7/ DOMA score	<ul style="list-style-type: none"> <li>In June of 2015, of the 93 students who completed the Algebra 1 final exam, 50.5% scored 76% or better, making them eligible for Honors Algebra 1 in grade 9 (Mean score was 73.5%)</li> <li>Increased frequency of meetings with Math Consultant- Tom Beatini</li> </ul>

***Family and Community Engagement Implemented in 2014-2015***

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent Liaison Communication via phone, handouts, etc. surveys Parent Breakfasts/ Workshops	Yes	Sign In Sheets parent surveys Schools to Watch survey	<ul style="list-style-type: none"> <li>• 5% Increase in attendance to parent workshops</li> <li>• Increased the number of parent workshops from 8 to 10</li> </ul>
Math	Students with Disabilities	Parent Liaison communication via phone, handouts, etc. Parent Breakfasts/ Workshops	Yes	Sign In Sheets parent surveys Schools to Watch survey	<ul style="list-style-type: none"> <li>• 5% Increase in attendance to parent workshops</li> <li>• Increased the number of parent workshops from 8 to 10</li> </ul>
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Bilingual Parent Liaison Bilingual Communication via	Yes	Sign In Sheets parent surveys	<ul style="list-style-type: none"> <li>• 5% Increase in attendance to parent workshops</li> <li>• Increased the number of parent</li> </ul>

		phone, handouts, etc. surveys Parent Breakfasts/ Workshops			<p>workshops from 8 to 10</p> <ul style="list-style-type: none"> <li>• Responses to parent surveys from the 21st Century program (94% feel child is happier and less stressed after being in program; 88% helping to improve family relationships, 75% feel the program provided their family with useful health information)</li> </ul>
Math	ELLs	Bilingual Parent Liaison Bilingual communication via phone, handouts, etc. Parent Breakfasts/ Workshops	Yes	Sign In Sheets parent surveys	<ul style="list-style-type: none"> <li>• 5% Increase in attendance to parent workshops</li> <li>• Increased the number of parent workshops from 8 to 10</li> <li>• Responses to parent surveys from the 21st Century program (94% feel child is happier and less stressed after being in program; 88% helping to improve family relationships, 75% feel the program provided their family with useful health information)</li> </ul>
ELA	Economically Disadvantaged	PARCC Informational Meeting One School One Book Program	Yes	Sign In Sheets parent surveys	<ul style="list-style-type: none"> <li>• Awaiting 2015 PARCC Results</li> <li>• Continue to have 100% participation by students and staff in the One School One Book Program</li> </ul>
Math	Economically Disadvantaged	PARCC Informational Meeting	Yes	Sign In Sheets parent surveys	<ul style="list-style-type: none"> <li>• 5% Increase in attendance to parent workshops</li> <li>• Increased the number of parent</li> </ul>

					workshops from 8 to 10
ELA	General	PARCC Informational Meeting One School One Book Program	Yes	Sign In Sheets	<ul style="list-style-type: none"> <li>• Awaiting 2015 PARCC Results</li> <li>• 5% Increase in attendance to parent workshops</li> <li>• Increased the number of parent workshops from 8 to 10</li> <li>• Continue to have 100% participation by students and staff in the One School One Book Program</li> </ul>
Math	General	PARCC Informational Meeting	Yes	Sign In Sheets	<ul style="list-style-type: none"> <li>• Awaiting 2015 PARCC Results</li> <li>• 5% Increase in attendance to parent workshops</li> <li>• Increased the number of parent workshops from 8 to 10</li> </ul>

### Principal's Certification

**The following certification must be completed by the principal of the school. Please Note:** Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☒ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

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**Principal's Name (Print)**

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**Principal's Signature**

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**Date**

**ESEA §1114(b)(1)(A): “A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). ”**

## **2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis**

### **Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015**

<b>Areas</b>	<b>Multiple Measures Analyzed</b>	<b>Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)</b>
Academic Achievement – Reading	PARCC Results DORA District Benchmarks Participation in One School One Book	<ul style="list-style-type: none"> <li>• awaiting 2015 PARCC Results- ELA</li> <li>• Pre and post test DORA shows that 40.9% of students made a gain of at least 1 reading grade level in the 14/15 school year</li> </ul>
Academic Achievement - Writing	PARCC Results DORA District Benchmarks Writing Portfolios	<ul style="list-style-type: none"> <li>• awaiting 2015 PARCC Results- ELA</li> <li>• Pre and post test DORA shows that 40.9% of students made a gain of at least 1 reading grade level in the 14/15 school year</li> </ul>
Academic Achievement - Mathematics	PARCC Results DOMA/ ADAM K-7 District Benchmarks District End of Year Algebra Exam	<ul style="list-style-type: none"> <li>• Awaiting 2015 PARCC Results- Math</li> <li>• In June of 2015, of the 93 students who completed the Algebra 1 final exam, 50.5% scored 76% or better, making them eligible for Honors Algebra 1 in grade 9 (Mean score was 73.5%)</li> </ul>

	Pi Day Activities	
Family and Community Engagement	Back to School & Parents' Night Community events Surveys	<ul style="list-style-type: none"> <li>• 10% Increase in attendance to parent workshops and Back to School/Parent's Nights</li> <li>• 5% Improved attendance to community events (Family Math Night, Health &amp; Wellness Fair, Talent Show, graduation, etc.)</li> <li>• Parent surveys from 21st Century program reflect positive</li> </ul>
Professional Development	School PDP Individual Staff PDP SGO SGP	<ul style="list-style-type: none"> <li>• 5% Increased attendance at in school PD as per sign in sheets</li> <li>• Summative review of progress summaries staff PDPs</li> <li>• Summative review of SGOs</li> <li>• Summative review of SGPs</li> </ul>
Leadership	Administration PDP SGO SGP District Face to Face meeting Legal One Training, Teacher/Principal Effectiveness Framework Apple Partnership	<p>Increase in the number of reported Affirmative Action cases as a result of training of how to spot and prevent (include the number of cases)</p> <ul style="list-style-type: none"> <li>• Since this was the first year implementing the Framework tool it will be used as baseline data to compare going forward</li> <li>• Increase in the effective techniques as described on the rubrics after teachers reflect on their evaluations</li> <li>• Increase in the amount of usage of the smart boards to support lessons, especially with the new social studies series</li> </ul>
School Climate and Culture	Schools to Watch rubric	<ul style="list-style-type: none"> <li>• Schools to Watch committee analysis report outlined strengths and recommendations with regard to school climate and culture.</li> </ul>
School-Based Youth Services	State analysis of program	
Students with Disabilities	I&RS Protocol AMTNJ Conference	<ul style="list-style-type: none"> <li>• Decrease in the number of cases brought before team</li> <li>• New strategies learned at conference have been turn-keyed to staff members and have been implemented</li> </ul>

Homeless Students	N/A	N/A
Migrant Students	N/A	N/A
English Language Learners	ACCESS Data Can Do Charts DORA/DORA Spanish/ADAM K-7	<ul style="list-style-type: none"> <li>• Awaiting ACCESS Results: UHMS students tested Spring 2015 <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>
Economically Disadvantaged	PARCC Results DORA/ ADAM K-7 District Benchmarks	<ul style="list-style-type: none"> <li>• Awaiting 2015 PARCC Results- ELA</li> <li>• Pre and post test DORA shows that 40.9% of students made a gain of at least 1 reading grade level in the 14/15 school year</li> </ul>

## **2015-2016 Comprehensive Needs Assessment Process\***

### ***Narrative***

#### **1. What process did the school use to conduct its Comprehensive Needs Assessment?**

To determine the needs for the 2015-2016 school year, the prior year's assessments were reviewed. The assessment results were sent from LEA in an excel file to aid in sorting data by category, subject, sub-group, specific need, etc. The administrative team, SciP, and grade level personnel first evaluate the results. The Intervention and Referral Services (I&RS) collects additional data regarding specific students, many of whom fall into sub-group categories. Data may include, but is not limited to, the following; teacher, CST observations, learning/behavior checklist, reading assessments/levels, ancillary services (speech, OT, PT, counseling), report card grades, benchmarks, progress report cards, ACCESS levels, and yearly progress. This data is used to provide a snapshot of student performance and possible indicators of support.

All academic decisions are data driven. Union Hill Middle School's administration, School Improvement Council, and faculty reviewed the prior year's assessments to determine the needs for the 2015-2016 school year. Data collected from the standardized tests and state assessments are analyzed to determine gains were made, especially for sub groups. Surveys, benchmarks, district assessments, interviews, attendance, discipline/promotion trends, instruction time, teacher qualifications, retention, experimental control designs, socialization and at-risk behaviors were also utilized to improve student performance and assist in meeting rigorous academic standards. The school's Intervention and Referral Services (I&RS) collects additional data regarding specific students, many of whom fall into sub-group categories. Data may include, but is not limited to, the following; teacher, CST observations, learning/behavior checklist, reading assessments/levels, ancillary services (speech, OT, PT, counseling), report card grades, benchmarks, progress report cards, ACCESS levels, and yearly progress. This data is used to provide a snapshot of student performance and possible indicators of support.

#### **2. What process did the school use to collect and compile data for student subgroups?**

In addition to the analysis of the PARCC 7-8 assessment results, the ACCESS for ELL's, district benchmarks, and marking period exams are also analyzed to obtain student results. The results are received from LEA, divided into categories in order for the administrative team and members of the School Improvement Panel to further scrutinize the data. The support service task force provides additional information/ data to assist in academic placements for the following year. At collaborative planning sessions, the grade level

teachers have the opportunity to assess the data and make recommendations as to student placement. Remedial programs/after school assignments are also planned for identified students.

The needs assessment is compiled from information gathered through all stakeholders such as parents, teacher, students, the community, etc. In addition, the district assists the school through the distribution of standardized test scores. This information is released from the NJDOE and is received by the LEA.

**3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?**

Results are analyzed and mathematical equations are developed for identification within the 7-8 PARCC. A matrix then developed from ranking students within the hierarchy of test level achievement. In utilizing calculations within the matrix the group scores can be examined and deficiency in sub-group scores identified.

**4. What did the data analysis reveal regarding classroom instruction?**

Results are analyzed and mathematical equations are developed for identification within the 7-8 PARCC. A matrix then developed from ranking students within the hierarchy of test level achievement. In utilizing calculations within the matrix the group scores can be examined and deficiency in sub-group scores identified.

**5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?**

Professional development implemented in the previous year proved beneficial. By providing our teachers with 21<sup>st</sup> century teaching strategies and techniques including the use of technology in their classrooms, our teachers better serviced our students. Also, with the use of vertical articulation planning periods, teachers were able to communicate concerns and observations making for a more grade-level accurate delivery of instruction. Further data analysis indicates a need for teacher training to address reading research specifically for middle school along with PD aligned to the CCSS in Language Arts Literacy and Mathematics.

**6. How does the school identify educationally at-risk students in a timely manner?**

The school based administrative team, with the assistance of the LEA and through the means of the I&RS meets throughout the year to identify at-risk students. The I&RS assists by providing interventions. By utilizing data from state standardized tests, district assessments, benchmarks, and exams students are identified and scheduled for appropriate placement in the fall. If these assessments indicate that the students are still in need of assistance, then the student is usually referred to the Student Staff Support Team. As for the Extended Day program, within the Union City Model, students attend subject specific after school sessions from December to April. Our 21<sup>st</sup> Century program also served as an enrichment program during the traditional school year and during our summer academic program.

**7. How does the school provide effective interventions to educationally at-risk students?**

Analysis of 10 and 20-week assessments as well as teacher assessments and benchmarks help to identify and support at-risk students. In addition, the I&RS meets regularly to identify and provide interventions to our students. Students are targeted for small group instruction and supported by literacy and math coaches. Additionally, students are placed into targeted interventions during extended programs after school. Counseling services are available to help these students deal with academic and social issues.

**8. How does the school address the needs of migrant students? N/A**

**9. How does the school address the needs of homeless students? N/A**

**10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?**

At the school level a School Improvement Panel comprised of teacher and administrators meet quarterly to discuss academic assessment goals and results and work together to plan needed improvements to our instructional plan. Also, at the school level, during bi-monthly team or content meeting and faculty meetings teachers have an opportunity provide input and reflection on district and state

assessments results and provide insight into best practice techniques and strategies. In addition, at district level, our teachers have the opportunity to take part in the writing of district assessments as well as the district's curriculum.

**11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?**

Programs such as Parent Orientation, team building field day, and coach visits to sending schools for Q&A are used to help the students transition from elementary to middle school. Communication between the middle and high school takes place and student portfolios in the content areas of language arts literacy and math are forwarded for future teachers to use for baseline evaluations. Articulation meetings take place bi-monthly where the administrators have an opportunity to plan and discuss common issues.

**12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?**

Upon the review of the needs assessment, professional development needs, and parent surveys, the greatest priority problems were identified for the following school year. All staff will work together to review the root causes to be addressed in the up-coming school year.

***\*Provide a separate response for each question.***

**2015-2016 Comprehensive Needs Assessment Process**  
***Description of Priority Problems and Interventions to Address Them***

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Closing the achievement gap for all populations	Student academic needs in area of Language arts literacy
Describe the priority problem using at least two data sources	Closing the achievement gap for all populations, specifically special education and ELL populations in the areas of language arts literacy, reading and mathematics	Student academic needs in area of Language arts literacy and reading for all students with a specific focus on special education students and ELL population.
Describe the root causes of the problem	Due to socio-economic disadvantages we often receive students with poor academic study skills. We also tend to be a highly transient district with students transferring within and out of district frequently	Due to socio-economic disadvantages we often receive students with poor academic study skills which results in weak literacy foundations
Subgroups or populations addressed	All students and specific attention to address students with disabilities and LEP population	All students and specific attention to address students with disabilities and LEP population
Related content area missed (i.e., ELA, Mathematics)	ELA and Mathematics	ELA
Name of scientifically research based intervention to address priority problems	SREB Rigor 3 – ELA & Algebra in the Middle School programs DORA	SREB Rigor 3 – ELA in the Middle School programs
How does the intervention align	These programs and strategies align with the National	These programs and strategies align with the National

with the Common Core State Standards?	Common Core State Standards to build rigor and utilize common core to promote optimum student achievement.	Common Core State Standards to build rigor and utilize common core to promote optimum student achievement.
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**2015-2016 Comprehensive Needs Assessment Process**  
***Description of Priority Problems and Interventions to Address Them (continued)***

	#3	#4
Name of priority problem	Student academic needs in area of Mathematics	
Describe the priority problem using at least two data sources	Student academic needs in area of mathematics for all students with a specific focus on special education students and ELL population.	
Describe the root causes of the problem	Due to socio-economic disadvantages we often receive students with poor academic study skills which results in weak mathematical foundations	
Subgroups or populations addressed	All students but specific attention needs to be paid to students with disabilities and LEP population	
Related content area missed (i.e., ELA, Mathematics)	Mathematics	
Name of scientifically research based intervention to address	SREB Rigor 3 –Algebra in the Middle School program DOMA	

priority problems		
How does the intervention align with the Common Core State Standards?	These programs and strategies align with the National Common Core State Standards to build rigor and utilize common core to promote optimum student achievement.	

**ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “**

**2015-2016 Interventions to Address Student Achievement**

<b>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</b>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	Special Needs Coach Consultants Artist in Residences, interactive notebooks	Principal	Show improvements of scores 2015 PARCC Show improvement of evaluation Evaluations show an increase to social and emotional skills	"Improving Outcomes for Students with or At Risk for Reading Disabilities" (February 2014).  "Assisting Students Struggling with Reading" (February, 2009)
Math	Students with Disabilities	Special Needs Coach, Math Consultant, interactive notebooks	Principal	Show improvements of scores from 2015 PARCC Show improvement of DLM evaluation Evaluations show an increase to social and emotional skills	"Assisting Students Struggling with Math: RTI for Elementary and Middle School" (April 2009)  "Teaching Strategies for Improving Algebra Knowledge in Middle and High Schools" (April 2015)

ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Bilingual Coach POE Program Consultants, interactive notebooks	Principal	Show improvement of scores PARCC 2015 in the area of ELA Show improvement of ACCESS scores from 2014 to 2015 Transition from POE/BL to BL/ ABL classrooms	"Vocabulary Improvement for ELL and Classmates." (Oct 2006)  "Effective Literacy and English Language Instruction for English Learners in the Elementary Grades" (December, 2007)
Math	ELLs	Bilingual Coach POE Program Consultants, interactive notebooks	Principal	Show improvement of scores on PARCC 2015 in the area of Math Show improvement of ACCESS scores from 2014 to 2015 Transition from POE/BL to BL/ ABL classrooms	"Vocabulary Improvement for ELL and Classmates." (Oct 2006)  "Assisting Students Struggling with Math: RTI for Elementary and Middle School" (April 2009)
ELA	Economically Disadvantaged	Literacy, Bilingual, Special Needs Coaches	Principal	Show improvement of scores on PARCC 2015 in the area of ELA	"Improving Outcomes for Students with or At Risk for Reading Disabilities"

		Target Tutoring, interactive notebooks		DORA scores	(February 2014).  "Connecting Adolescents to Literacy" Education Northwest Magazine Spring 2012 Volume 17 Number 2
Math	Economically Disadvantaged	Math, Bilingual, Special Needs Coaches Algebra & Pre-Algebra Courses, interactive notebooks Math Consultant Target Tutoring	Principal	Show improvement of scores on PARCC 2015 in the area of Math  DOMA/ ADAM K-7 score	"Assisting Students Struggling with Math: RTI for Elementary and Middle School" (April 2009)  "Teaching Strategies for Improving Algebra Knowledge in Middle and High Schools" (April 2015)
ELA	General ED	Literacy, Bilingual, Special Needs Coaches Target Tutoring, interactive notebooks	Principal	Show improvement of scores on PARCC 2015 in the area of ELA  DORA scores	"Connecting Adolescents to Literacy" Education Northwest Magazine Spring 2012 Volume 17 Number 2  "Improving Adolescent Literacy: Effective Classroom and Intervention Practices" (August, 2008).
Math	General ED	Math, Bilingual, Special Needs Coaches Algebra & Pre-Algebra Courses, interactive notebooks	Principal	Show improvement of scores on PARCC 2015 in the area of Math  DOMA/ ADAM K-7 score	"Assisting Students Struggling with Math: RTI for Elementary and Middle School" (April 2009)  "Teaching Strategies for Improving

		Math Consultant Target Tutoring			Algebra Knowledge in Middle and High Schools" (April 2015)
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*\*Use an asterisk to denote new programs.*

**2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement**

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	2 Phase Extended Day Program 21st Century Classes	Principal	Show improvement of scores on PARCC 2015 in the area of ELA Improved achievement on district benchmarks Attendance and student participation	"Structuring Out-of-School Time to Improve Academic Achievement " July 2009 "Assisting Students Struggling with Reading" (February, 2009)
Math	Students with Disabilities	2 Phase Extended Day Program 21st Century Classes	Principal	Show improvement of scores on PARCC 2015 in the area of Math Improved achievement on district benchmarks Attendance and student participation	"Structuring Out-of-School Time to Improve Academic Achievement " July 2009 "Assisting Students Struggling with Mathematics" April, 2009

ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant				
Math	Migrant				
ELA	ELLs	2 Phase Extended Day Program 21st Century Classes	Principal	Show improvement of scores on PARCC 2015 in the area of ELA Improved achievement on district benchmarks Attendance and student participation	"Structuring Out-of-School Time to Improve Academic Achievement " July 2009 "Effective Literacy and English Language Instruction for English Learners in the Elementary Grades" (December, 2007)
Math	ELLs	2 Phase Extended Day Program 21st Century Classes	Principal	Show improvement of scores on PARCC 2015 in the area of Math Improved achievement on district benchmarks Attendance and student participation	"Structuring Out-of-School Time to Improve Academic Achievement " July 2009 "Assisting Students Struggling with Mathematics" April, 2009
ELA	Economically Disadvantaged	2 Phase Extended Day Program 21st Century Classes		Show improvement of scores on PARCC 2015 in the area of ELA Improved achievement on district benchmarks Attendance and student participation	"Structuring Out-of-School Time to Improve Academic Achievement " July 2009 "Effective Literacy and English Language Instruction for English Learners in the Elementary Grades" (December,

					2007)
Math	Economically Disadvantaged	2 Phase Extended Day Program 21st Century Classes		Show improvement of scores on PARCC 2015 in the area of Math Improved achievement on district benchmarks Attendance and student participation	"Structuring Out-of-School Time to Improve Academic Achievement " July 2009 "Assisting Students Struggling with Mathematics" April, 2009
ELA	General	2 Phase Extended Day Program 21st Century Classes		Show improvement of scores on PARCC 2015 in the area of ELA Improved achievement on district benchmarks Attendance and student participation	"Structuring Out-of-School Time to Improve Academic Achievement " (July 2009) "Effective Literacy and English Language Instruction for English Learners in the Elementary Grades" (December, 2007)
Math	General	2 Phase Extended Day Program 21st Century Classes		Show improvement of scores on PARCC 2015 in the area of Math Improved achievement on district benchmarks Attendance and student participation	"Structuring Out-of-School Time to Improve Academic Achievement " (July 2009) "Assisting Students Struggling with Mathematics" April, 2009

*\*Use an asterisk to denote new programs.*

**2015-2016 Professional Development to Address Student Achievement and Priority Problems**

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	Teacher Effectiveness Evaluation tool PD 360 District Wide Workshops Grade Level Common Planning Periods Vertical Articulation School Wide Workshops Graduate Literacy Courses	Principal	Administrative walk-throughs to determine if new strategies and techniques are being implemented	"Improving Outcomes for Students with or At Risk for Reading Disabilities" (February 2014). "Assisting Students Struggling with Reading" (February, 2009)
Math	Students with Disabilities	Teacher Effectiveness Evaluation tool PD 360 District Wide Workshops Grade Level Common Planning Periods Vertical Articulation	Principal	Administrative walk-throughs to determine if new strategies and techniques are being implemented	Mathematics Interventions: What Strategies Work for Struggling Learners or Students With Learning Disabilities? IES Practice Guide (2009)  "Assisting Students Struggling with Mathematics" April, 2009

		School Wide Workshops Math Consultant			
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Teacher Effectiveness Evaluation tool PD 360 Lunchtime Workshops Grade Level Common Planning Periods Vertical Articulation School Wide Workshops DORA/DOMA SYOP Training Graduate Literacy Courses	Principal	Administrative walk-throughs to determine if new strategies and techniques are being implemented	Developing Academic Language in Secondary English Language Learners: What the Research Says (and Doesn't Say) Education Northwest Magazine (Spring 2012) "Effective Literacy and English Language Instruction for English Learners in the Elementary Grades" (December, 2007)

Math	ELLs	Teacher Effectiveness Evaluation tool PD 360 Lunchtime Workshops Grade Level Common Planning Periods Vertical Articulation School Wide Workshops Math Consultant DORA/DOMA SYOP Training Graduate Literacy Courses	Principal	Administrative walk-throughs to determine if new strategies and techniques are being implemented	Developing Academic Language in Secondary English Language Learners: What the Research Says (and Doesn't Say) Education Northwest Magazine (Spring 2012)
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	General	Teacher Effectiveness Evaluation tool PD 360 District Level Workshops	Principal	5% increase attendance to workshops, evaluations, and implementation in the classroom of strategies learned	"Connecting Adolescents to Literacy" Education Northwest Magazine Spring 2012 Volume 17 Number 2 "Assisting Students Struggling with Reading" (February, 2009)

		Grade Level Common Planning Periods Vertical Articulation School Wide Workshops Standard Solutions Math Consultant Graduate Literacy Courses DORA training *Looping			
Math	General	N/A	N/A	N/A	“Improving Adolescent Mathematics Learning: Instructional Strategies for Teachers of Grades 6–12” - IES Practice Guide  “Assisting Students Struggling with Mathematics” April, 2009

*\*Use an asterisk to denote new programs.*

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

## **Evaluation of Schoolwide Program\***

**(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)**

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

**1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?**

The Principal, the Title I Contact, and the School Improvement Panel is responsible for evaluating the schoolwide program. The review will be conducted both internally by school staff through the School Improvement Panel and externally by the Union City education office.

**2. What barriers or challenges does the school anticipate during the implementation process?**

One anticipated challenge will be student attendance in Extended Day. When students do not attend after school programs it is difficult to support our students who were most at need, including our sub-group populations. In addition, our Port of Entry students are arriving here with poor academic skills due to limited schooling.

**3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?**

We have open and consistent communication with all stakeholders. Our School Improvement Panel is a forum for staff to express their needs and concerns and to help with our school action plan. With the help of our Parent Liaison the school is able to keep an open line of communication with parents. An annual school theme is adopted which helps foster a sense of collaboration amongst the students and faculty. Our positive school culture reflects the professionalism and collegiality of the staff.

**4. What measurement tool(s) will the school use to gauge the perceptions of the staff?**

We will use measurement tools such as staff surveys, evaluation results from professional development workshops, and staff attendance, as well as feedback from the School Improvement Panel. Our application for Schools to Watch also provides a rubric for staff to reflect on the educational culture in our school.

**5. What measurement tool(s) will the school use to gauge the perceptions of the community?**

Measurement tools such as attendance of both parent workshops, back to school/ parent's night, and community activities (ex. talent show, family math night, graduation ceremony, grade 7 orientation, etc.) as well as parent surveys that are distributed through our 21st Century program. Our application for Schools to Watch also provides a rubric for parents to reflect on the educational culture in our school.

**6. How will the school structure interventions?**

Interventions will be based upon data analysis of various measures including PARCC, DORA/DOMA, and District Benchmarks. These interventions will be in the form of In-class support, small group instruction, before/after school. With the use of collaborative planning periods teachers and coaches will be able to discuss how to best structure interventions for student success.

**7. How frequently will students receive instructional interventions?**

Interventions take place before school, during the school day, during lunch and after school.

**8. What resources/technologies will the school use to support the schoolwide program?**

The following resources will be used to support: teacher laptops, Smart boards/ response, laptops, online subscriptions (i.e. Study Island, ), EFT's, hands-on manipulatives, etc.

**9. What quantitative data will the school use to measure the effectiveness of each intervention provided?**

We will use the following means of quantitative data to measure the effectiveness of the interventions provided: marking period benchmarks and DORA/DOMA results (October & May) and the results of the PARCC assessments.

**10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?**

Results of the evaluation will be disseminated by the School Improvement Panel, as well as during school-wide staff meetings, and grade-level/ content meetings. Parents will also have access to the information at Back to School Night and upon request through our parent liaison.

*\*Provide a separate response for each question.*

**ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services**

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

**2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	PARCC Informational Meeting *Family Literacy Night Parent Portal Access	Principal	5% increase of parent attendance to workshops	Project GRAD (July 2007) “A Meta-analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement” <i>Urban Education</i> , 2005.
Math	Students with Disabilities	PARCC Informational Meeting Family Math Night Parent Portal Access	Principal	5% increase of parent attendance to workshops	Project GRAD (July 2007) “A Meta-analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement” <i>Urban Education</i> , 2005.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A

ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	PARCC Informational Meeting One School One Book Program *Family Literacy Night Parent Portal Access	Principal	5% increase of parent attendance to workshops	Project GRAD (July 2007) “A Meta-analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement” <i>Urban Education</i> , 2005.
Math	ELLs	PARCC Informational Meeting Family Math Night Parent Portal Access	Principal	5% increase of parent attendance to workshops	Project GRAD (July 2007) “A Meta-analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement” <i>Urban Education</i> , 2005.
ELA	Economically Disadvantaged	Student & Parent Orientation Back to School & Parent Nights Parent Liaison & PTO	Principal	5% increase of parent attendance to workshops Student engagement and academic achievement	Project GRAD (July 2007) “A Meta-analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement” <i>Urban Education</i> , 2005.

		Strengthen Families Edmodo Parent Portal Access			
Math	Economically Disadvantaged	Student & Parent Orientation Back to School & Parent Nights Parent Liaison & PTO Strengthen Families Parent Portal Access Edmodo	Principal	5% increase of parent attendance to workshops Student engagement and academic achievement	Project GRAD (July 2007) “A Meta-analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement” <i>Urban Education</i> , 2005.
ELA	General	PARCC Informational Meeting One School One Book Program *Family Literacy Night Parent Portal Access	Principal	5% increase of parent attendance to workshops Student engagement and academic achievement	Project GRAD (July 2007) “A Meta-analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement” <i>Urban Education</i> , 2005.
Math	General	PARCC Informational Meeting Family Math Night Parent Portal Access	Principal	5% increase of parent attendance to workshops Student engagement and academic achievement	Project GRAD (July 2007) “A Meta-analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement” <i>Urban Education</i> , 2005.

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***\*Use an asterisk to denote new programs.***

## **2015-2016 Family and Community Engagement Narrative**

### **1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?**

Parental involvement program and workshops are tailored to educate parents on ways they can help support their children at home. Other meetings and workshops also address current trends as well as parental needs/ requests as expressed of out students and community

### **2. How will the school engage parents in the development of the written parent involvement policy?**

This is a district led initiative which is led by the BOE. However, at the school level, the parent liaison empowers the parents to provide valuable feedback concerning school programs and initiatives. Parents also assisted with our Schools to Watch application which provided the administration with their suggestions for continued educational improvement.

### **3. How will the school distribute its written parent involvement policy?**

The parent involvement policy is available on the district website and in the parent liaison's office and is distributed on "Back to School Night."

### **4. How will the school engage parents in the development of the school-parent compact?**

The district develops the school-parent compact collaboratively with parents and district staff in accordance with Title 1 guidelines as required.

### **5. How will the school ensure that parents receive and review the school-parent compact?**

Our parents receive the school-parent compact when their child is registered at central registration, in accordance with Title I compliance. At the school level parents are invited to attend bilingual meetings, special-needs meetings, support services meetings, and back to school and parent nights.

### **6. How will the school report its student achievement data to families and the community?**

Data is disseminated to Union Hill Middle School parents and the public via our yearly-published New Jersey School Report Card. Demographic information as well as performance measures are published on an annual basis to inform parents of the school's progress. In addition a narrative is included highlighting the previous year's accomplishments. The information is also provided on the school and district websites, newsletters, and local newspapers. Presentations are made on school performance at Back to School Night.

**7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives**

**(AMAO) for Title III?**

We did not meet the AMAO for Title III. A letter was sent to all parents by the district Bilingual Supervisor.

**8. How will the school inform families and the community of the school's disaggregated assessment results?**

- A yearly school report card is sent home to provide parents with the latest statistics on the schools overall performance
- PARCC home reports outlining their child's achievement (tentative)
- ACCESS parent report for our ELL students
- Back to School Night and Parents Night

**9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?**

Parents are surveyed throughout the school year and they are invited to be part of the School Leadership Council and attend meetings. Also, the parent liaison will create specific meetings to help with the development of the plan.

**10. How will the school inform families about the academic achievement of their child/children?**

- PARCC home reports outlining their child's achievement (tentative)
- ACCESS parent report for our ELL students
- Regular written communication in English and Spanish
- Blackboard connect calls and notifications
- Monthly newsletters

- A yearly school report card is sent home to provide parents with the latest statistics on the schools overall performance
- Going over the School Profile results at Back to School Night and Parents' Night  
Parent Portal to Power Teacher

**11. On what specific strategies will the school use its 2015-2016 parent involvement funds?**

In 2015/2016, PI funds will be used to provide a full-time parent liaison, the services of consultants, and the purchase of materials for parent workshops. Additionally, funds were used for library books, kits for parents, etc.

*\*Provide a separate response for each question.*

**ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.**

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

**Strategies to Attract and Retain Highly-Qualified Staff**

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	<ul style="list-style-type: none"> <li>• New Teacher Orientation - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher</li> <li>• New Teacher Mentorship Program - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. The criteria are designed to ensure that all educators are designated as highly qualified and are effective teachers. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher, as well as continuous school improvement and high student achievement. <ul style="list-style-type: none"> <li>• Professional Development District &amp; School- Ongoing professional development to build capacity in effective educational pedagogy aligned to the NJ Core Curriculum Content Standards, The Professional Standard for Teacher, and focused on academic rigor and student achievement.</li> </ul> </li> <li>• Hiring, Retaining, Recruiting - Function of Human Resources. All</li> </ul>

		<p>recruiting is conducted by the district's human resource department through various means such as colleges recruiting, newspaper advertisements, the district web site, personal and professional recommendations are all methods used to recruit highly qualified staff.</p> <p>Incentives for retention of HQT are secure through college credits, professional development hours, tuition reimbursements, and stipends</p>
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	100%	District and school workshops addressing targeted needs of paraprofessionals
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<p>If needed, the following strategies will be used to attract highly qualified teachers to work in a high poverty school:</p> <ol style="list-style-type: none"> <li>1. monetary incentive</li> <li>2. Teacher mentoring/induction program</li> <li>3. Ongoing content-based professional development would be continuously available for all teachers and principals.</li> </ol>	Principal